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ABSTRACT

Graduate perceptions were examined in a study that was part of an ongoing assessment project at the University of Central Texas. The study, in which 201 graduates from 5 areas were surveyed, was designed to do the following: provide descriptive data about each student; determine what activities the graduates had participated in since graduation as well as their vocations and how much assistance the University Placement Office had provided to them; determine student perception of the effectiveness of the University in accomplishing its mission; assess the role the University played in each respondent's personal development; and obtain general comments and suggestions for improving the University as well as provide the graduates with an opportunity to describe the attributes of the University which they appreciated. Among the findings were the following: (1) most graduates holding a master's degree were not employed in their field of study; only 16% of the males and 40% of the females were so employed; (2) most respondents were computer literate to some degree; (3) respondents indicated roughly better than average assistance from the school placement office; and (4) only 8 to 11 percent of the students felt the University adequately fulfilled its stated mission of fostering creative research, promoting community service and school visibility, and conducting proper planning. Seventeen specific recommendations are provided. Contains a 7-item bibliography and the survey instrument. (GLR)

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A STUDY OF GRADUATE PERCEPTIONS OF THE EFFECTIVENESS OF THE UNIVERSITY OF CENTRAL TEXAS MISSION, PROGRAMS, AND SERVICES

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I. INTRODUCTION

The following research is the result of one of a series of studies documenting the development of an ongoing assessment project at the University of Central Texas. The purpose of this document is three fold; (1) to provide critical information upon which the constituents of the University may base developmental, curricular, and institutional decision making, (2) to assess the effectiveness of University programs in accomplishing the University mission and (3) to provide other institutions of higher education the opportunity to share in the University's successes and failures as the University's assessment process continues to develop. Other documents related to the University's assessment may be found on microfiche in ERIC (ED 330278 and ED 319306). As each step of the process of assessment is completed, the documents, suggestions for improvement, comments and results will be submitted to ERIC for publication and review by the broader higher education community. It is hoped, in this way, the University of Central Texas will contribute to the development of assessment procedures for other higher education institutions.

The assessment process began in 1988. It has already resulted in alteration of various activities within the University in order to provide more efficient and effective programs and services.

ABOUT THE UNIVERSITY OF CENTRAL TEXAS

The University of Central Texas is a private, non-profit, upper division (offers only Junior, Senior and Graduate coursework) and graduate institution chartered by the state of Texas as the American Technological University in 1973. It has been accredited by the Commission on Colleges of the Southern Association of Colleges and Schools since 1976 to grant bachelor and master degrees. The University campus is co-located with the American Educational Complex on Highway 190 west between Cooperas Cove and Killeen, Texas, adjacent to Fort Hood, the free world's largest military post.

DEGREES OFFERED

Two bachelor degrees (Bachelor of Science and Bachelor of Criminal Justice) and two master degrees (Master of Science and Master of Criminal Justice) are offered by the University.

MAJOR AREAS OF STUDY

Major areas of study for the bachelor degree include: Airway Science, Business Administration, Computer Science, General Studies, Psychology, Social Work, Technology and Criminal Justice. Career options are also offered. These include: Professional Pilot, Airway Computer Science, Aviation Management, Accounting, Business Administration, Computer Information Systems, Marketing and Computer Science and Business.

Major areas of study for the master degree include; Counseling Psychology, General Studies, Human Resources Management, Management Science, Public Administration and Criminal Justice Administration. Concentrations are offered in Counseling Psychology, Marriage and Family, Mental Health, Substance Abuse, Psychological Associate, Industrial/Organization, Training and Development, Personnel Administration, Business Management, Computer Information System and Logistics Management.

THE FACULTY

The University, offering professional programs, has 15 fulltime faculty and an affiliate faculty of approximately 25 each semester. Because of the professional nature of program offerings, affiliates are hired based upon their particular expertise in relation to coursework within the various major areas. The Killeen-Cooperas Cove area is fortunate to have much professional industry in its area. Major counseling, hospital, computer and aviation facilities are located within the area. These industries provide the expertise which composes the majority of the University affiliate faculty.

THE STUDENT BODY.

The University serves a diverse student body and enrolls approximately 750 students. Most of the students have had their education delayed and are employed on a full-time basis, many in the military. Of the students enrolled in any of the three semesters offered each year, approximately 50% are pursuing graduate level work. The University attempts to meet the needs of these students through flexible scheduling and consideration of transfer and non-traditional credits.

The average student is 35 years of age and has attended several colleges or universities before entering the University of Central Texas.

THE UNIVERSITY OF CENTRAL TEXAS MISSION

The mission of the University of Central Texas is to provide the Central Texas area with quality educational opportunities to meet real world challenges. The discovery and advancement of knowledge through effective teaching, scholarship, and performance are central to the University's mission.

The University of Central Texas is committed to providing an atmosphere for intellectual development and practical experience in specific career fields. Students gain occupational competence, communication skills, and problem solving abilities that enable them to think critically, contribute to society, pursue additional professional preparation, and enrich their personal lives.

To further its mission and educational philosophy, the University's goals are to :

-assist students in achieving their individual, educational, career potential;
-provide a diversified faculty and continuous assessment of learning experiences;
-foster creative research pursuits within the institution and among constituent populations;
-maintain administrative and operational support for cost effective quality programs;
-promote community service and University visibility; and
-systematically evaluate University offerings and procedures as a foundation for future planning. (Adopted March 1, 1989)

ASSESSMENT

Though informal assessment has been conducted at the University since its founding, in 1988 the University appointed two ad hoc committees on assessment. One committee was to develop procedures for conducting assessment as required by the Southern Association of Colleges' Commission On Colleges. The second committee was to review the University's mission and to recommend changes in the wording of the mission which would facilitate institutional assessment. After a year of study the committees released reports which identified what assessments were to be conducted, what organizational body would be responsible for

completing each sub assessment and a mission statement recommendation which was worded in such a way as to facilitate institutional assessment. The ad hoc committees recommendations were accepted by the administration and Board of Regents, and the ad hoc committees dissolved.

In the Fall of 1989, the first formal instrument of assessment was administered. The University of Central Texas Student Perception Survey was administered to a sample of the students enrolled in Fall term courses. The results of this research may be reviewed in ERIC document ED 319 306. A second survey of students was conducted in the Fall of 1990. In the summer of 1991 an assessment of the effectiveness of the University as perceived by University graduates was conducted. The results of the assessment were to be used to improve University programs and services. The report which follows is the result of that study.

II. PROCEDURES

The procedures used in this study to investigate the perceptions of graduates of the University of Central Texas concerning the University's effectiveness in accomplishing its mission are identified in the following description. The sample, instrumentation, procedure, research design and data analysis are discussed in the following paragraphs.

SAMPLE

A stratified sample for this study was randomly selected from a list of 1985 through 1991 University of Central Texas graduates. The sample was composed of three groups of 67 students for a total sample of 201 graduates. Each of the three groups represented graduates from one of three divisions of the University. The three divisions of the University include: Applied Social Sciences; Technological Studies, and; Management and Business. 22.3% (45) of the sample returned the survey. Table 1 identifies the number of Bachelor and Master degree graduates by year and semester composing the responding sample.

TABLE 1
Breakdown of Sample Respondents by Degree, Year and Semester

	BS Degree				MS Degree				
Year	Spring	Summer	Fall	Total	Spring	Summer	Fall	Total	Grand Total
1985	1	0	1	2	0	0	0	0	2
1988	2	1	2	5	1	0	0	1	6
1989	3	6	9	18	5	5	5	15	33
1990	0	0	0	0	1	0	0	1	1
1991	0	0	0	0	2	1	0	3	3
Total	6	7	12	25	9	6	5	20	45

The largest number of responses were received from the bachelor programs (25) with 20 responses from the master programs. The year and semester receiving the most returns was the Fall, 1989 Term.

INSTRUMENTATION

The survey instrument used for this study was The University of Central Texas 1991 Graduate Effectiveness Survey (See appendix A). The survey was developed after a review of literature to identify the types and design of surveys available from commercial sources and/or designs used at other institutions. Following a review of literature, a preliminary survey was developed and distributed to each of the University's divisions for review, comments, additions and suggestions. The survey was then changed to reflect the suggested changes, then once again distributed to the University's divisions for final review before being administered. In addition to the University wide survey the Division of Applied Social Sciences developed a survey to be sent to graduates from their division. The following describes the purpose of each section of the University of Central Texas 1991 Graduate Effectiveness Survey instrument.

Section I of the survey was developed to collect descriptive data about the respondents. Such information as sex, marital status, year of graduation, degree held, age, present employment, highest degree held, annual salary and what part a degree from the University played in preparing for their present position. This section of the survey also sought to describe computer use and training in an attempt to identify appropriateness of present University computer instruction.

Section II of the survey sought to determine what activities the graduates had participated in since graduating from the University, in what vocation or occupation were the graduates presently involved, how much assistance had the University Placement Office provided in finding employment and how often graduates participated in "educational activities."

Section III was developed to determine student perception of the effectiveness of the University in accomplishing its mission. The statements for this section of the survey were developed by dividing the University Mission Statement into its respective component phrases, then asking respondents to rate how effective they believed the University had been in accomplishing the components.

Section IV was designed to assess what part the University played in each respondents personal development.

Section V sought open ended information. It provided each respondent an opportunity to offer comments and suggestions for improving the University as well as an opportunity to describe the attributes of the University which they appreciated.

PROCEDURE

Subjects in this study were randomly selected from a master list of University graduates which also identified the subject's address and the division from which each had graduated. Groups of 67 graduates from each of the University's three divisions were selected as the sample for this study. This brought the total sample to 201 subjects. A postage paid, return envelop and cover letter (Appendix B) were developed to encourage return of the survey. The cover letter, postage paid return envelop, and survey were then enclosed in an envelop and mailed to the subjects during the Summer 1991 University term. An announcement was made in the University's alumni newsletter, The Armadillo, to encourage completion and return of the survey. As surveys were returned data was recorded for later analysis.

RESEARCH DESIGN

A cross sectional survey design was used in this study. This design was selected for two reasons: (1) in order to collect specific information concerning each item of the survey from various graduate years; and, (2) simplicity in reporting and using results. Borg and Gall (1983) suggest cross sectional design and description for survey research to be used in identifying needed emphases and changes in school curricula.

DATA ANALYSIS

A descriptive analysis was conducted to describe the properties of variables within this study. Appropriate statistics have been selected to describe each item of the survey.

III. FINDINGS

Findings will be reported in sequence by survey sections. In cases where personal information was not sought for analysis purposes, a listing of the data will be found in the appendix.

Respondents to the survey were mostly males (62.8%). The average age of respondents was 39.5 years. 79% of the respondents were married.

SECTION I

Section I of the University of Central Texas 1991 Graduate Effectiveness Survey was designed to collect descriptive data concerning the respondents to the survey. As can be seen in Table 2, 79.1% of the respondents were married.

TABLE 2
Percentage Married by Degree and Sex

	% Males		% Females		Total % Married/ Not Married
	BS Degree	MS Degree	BS Degree	MS Degree	
Married	81.2	81.8	83.3	70.0	79.1
Not Married	18.8	18.2	16.7	30.0	20.9
Total %	37.2	25.6	13.9	23.3	100.0

* N= 43

TABLE 3
Sample Composition By Degree, Sex And Employment In Field of Study

Degree	Percentage With Present Employment in Field of Study* Male	Female	Composite (Male + Female)
Bachelor Degree	56.2	50.0	55.0
Master Degree	16.7	40.0	27.3
Composite (MS+BS)	45.5	44.4	45.2

* N=31

Table 3 shows the sample's composition by degree, sex and whether the degree earned is in the field in which the graduate is presently employed. As Table 3 illustrates, of those graduates holding a bachelor degree, 56.2% of the males, 50% of the females, a composite of 55%, presently are employed in a position which is in their field of study. Of those respondents holding a masters degree only 16.7% of the males, 40% of the females, a composite of 27.3%, presently are employed in a position which is in their field of study.

Item "H" asked respondents their approximate yearly salary. Table 4 provides the results from the collection of this data. The average salary for all respondents was $29,220.

TABLE 4
Average Age, Average Salary by Degree and Marital Status of Respondents

	Married				Not Married			
	BS		MS		BS		MS	
	Male	Female	Male	Female	Male	Female	Male	Female
Average Age	40	41.4	-	44.9	36.3	30	-	35.7
Average Salary	$23,069	$25,900	-	$30,500	$30,000	$15,000	$38,000	$29,333

Item "J" on the survey sought to identify what software was being used by graduates at their place of employment in 6 categories. Categories included word processing, spreadsheet, data base management, desktop publishing, programming language, accounting and other. By identifying the software being used by graduates in these categories an assessment of whether the software presently being taught is serving graduate needs could be ascertained. Table 5, Software Used by Graduates identifies software mentioned most as being used by graduates in the various categories identified on The University of Central Texas 1991 Graduate Effectiveness Survey. There were no responses to the accounting category.

Most respondents use word processing and spreadsheet software. Word Perfect, with a usage of 76.2% of the respondents, and Lotus 1, 2, 3 with a usage of 83.3% of the respondents were the most used software.

Table 6 describes computer hardware and software usage characteristics. Microcomputers, mice and printers seem to be the most used hardware items at home and at work identified by those graduates who responded. The high percentage of respondents indicating the use of scanners at work suggests the need for instruction in the use of a scanner.

Included in Table 6 is also the level of expertise identified by respondents. The hardware with the largest percentage (56%) of respondents indicating themselves as being experts was the printer, the mainframe (!3%) was identified having the fewest indicate the expert level. The percentage of respondents indicating average as their level of expertise in the use of the various hardware items seem consistent for all items, with over 50% identifying themselves as having average expertise for each hardware item.

The most owned item indicated by respondents was the printer (93%). The microcomputer (84%) was identified by respondents as being the second most owned item, with the scanner (38%) being the least owned.

TABLE 5
Software Used by Graduates

Software	% of Respondents For: Word Processing (N=21)	Spreadsheet (N=18)	Data Base Management (N=6)	Desktop Publishing (N=6)	Programming Language (N=3)	Other (N=7)
Word Perfect	76.2					
Displaywrite	4.7					
Multimate	4.7					
Wordstar	4.7					
Enable	4.7	5.5	16.6			
Priority	4.7					
Lotus 1,2,3		83.3				
Quadro Pro		5.5				
Plan Perfect		5.5				
D-Base			49.9			
Dec Rap			16.6			
Data Perfect			16.6			
Pagemaker				33.3		
Ventura				33.3		
Publish It!				16.6		
Harvard				16.6		
Turbo C					33.3	
BASIC					33.3	
Clipper				33.3		
Harvard Graphics						85.7
Dac Easy						14.3

Word processing software (90% use, 77% own) was the software most used indicated by respondents, with accounting (50%) software being the least used at home. At work word processing (74%) and data base (74%) software was the most used software, with spreadsheets (68%) being the least used software by respondents.

As in the case for hardware, respondents indicated"Average" as the most descriptive level of expertise for all software. Few of the respondents learned to use the various software items at the University. Data base (39%) and programming (38%) were indicated as the software most learned at the University.

Section I Recommendations

Recommendation #1- Students should be encouraged to use, and services should be provided which permit them: (1) to study in several fields as they earn their degree, especially female students, (2) to seek career counseling before committing to a major, (3) to investigate employability potential within their planned field of study before committing to a major.

Rationale: Data indicates a majority of graduates (composite 54.8%) are not working in the field for which they have prepared. Only 50% of the females, and 56.2% of the males graduating with a bachelor degrees (see Table 3) were found to be employed in the field in which they earned their bachelor degree. Only 16.7% of the males and 40% of the females graduating with a master degrees were found to be employed in the field in which they earned their masters degree.

TABLE 6
Computer Hardware and Software Usage Characteristics*

Item	% Who Use at Home	% Who Use at Work	Level of Expertise % Answering Expert	Average	Novice	% Who Own	% Who Learned at the University
Mainframe	35	65	13	56	30	39	4
Micro	74	74	34	55	8	84	32
Mouse	67	67	34	62	5	57	5
Printer	67	77	56	59	21	93	21
Modem	30	74	26	56	17	39	15
Scanner	31	88	31	56	13	38	0
Word Processing	90	74	30	64	6	77	15
Spreadsheets	69	68	16	63	13	59	6
Data Base	71	74	25	61	13	61	39
Desktop Pub	64	52	16	58	26	60	5
Programming	73	73	25	50	25	43	38
Accounting	50	73	36	36	27	50	11

* Percentage of respondents who used equipment or software. N for each item varies.

Recommendation #2- A review of software used in the various computer courses should be conducted to be sure the software presently being used for instruction is the same as the software being used by graduates in their work place. For word processing, Word Perfect seems to be the most used by far of the respondents to this survey, where Lotus 1,2,3 is shown to be widely used by respondents for spreadsheet work.

Rationale: Software used for instruction in University courses should match, as much as possible the software being used most by graduates. This provides graduates competency in software they are likely to be using at their place of employment following graduation.

Recommendation #3- Data should be collected to determine if students know how to use various hardware and software prior to entering the University. By collecting this information the University can better determine what needs to be taught in primary computer courses.

Rationale: Questions used to collect Data for this graduate survey were not worded appropriately to determine where or when graduates learned to use the computer. If graduates who did not mark they had learned to use the computer items at the University already knew how to use the items, then the data collected would not necessarily indicate a change in University computer item instruction. On the other hand if graduates did not know how to use the items prior to entering the University and the percentages were at the same level as indicated, the University would have to reassess its computer item instruction.

SECTION II

Section II of the survey sought to determine what activities the graduates had participated in since graduating from the University, in what vocation or occupation were the graduates presently involved, how much assistance had the University Placement Office provided in finding employment and how often graduates participated in "educational activities."

Activities In Which Graduates Participated Since Graduation

Table 7 indicates the percentage, by rank order, of respondents participating in each of the activities listed on the effectiveness survey. Respondents were most active in professional organizations/agencies (65.9%), with 42.5% of the respondents serving as active members in a social service organization or agency.

The activity with the least participation was holding an elective office government (2.1%). Though the activity with least participation was holding an elective office 14.9% of the respondents indicated they were active in politics.

Vocation Or Occupation In Which Graduates Are Presently Involved

Table 8 illustrates the percentage of respondents presently in various vocations or occupations in rank order. The largest percentage of respondents (34.0%) were in the category of "Doctor/Lawyer/Teacher/ or other similar profession". "Military service member" was the second largest identifiable vocation with 17%, the category "Other" being the second largest percentage overall.

Level Of Assistance Provided By The University Placement Office

Section II C attempted to determine how much assistance graduates believed the University Placement Office provided them in finding employment. A scale from 0 to 9 was provided and respondents were asked to circle a number representing the amount of assistance believed received from the University Placement Office. O equaled no assistance, 9 equaled much assistance. 46 graduates circled a number on the scale. The results of averaging the 46 scores provided an average level of assistance of .67 (The sum of scores 31, divided by N=46 responses).

Graduate Participation in Non-Formal Educational Activities

Table 9 provides information concerning the level of activity of respondents in various non-formal educational activities. The activity in which most respondents participate was reading a major newspaper or magazine (88.5%), with 80% of the respondents stating they participated in elections by voting "Often".

The category receiving the least "Often" participation was attending plays (13.0%), with "Contribute to the University" being a close second to last (13.6%).

Section II Recommendations

<u>Recommendation #4</u>- The University should review the listing of activities in Table 7 to determine if the order of rankings by graduates is similar to the rank the University desires its graduates to reflect after completing University curricula.

Rationale: The data as presented only indicates in which activities the graduates are active. Perhaps the question should be whether the graduates are participating in activities at a level which reflects the expected outcomes of University. I.e., are students participating in activities in which the University prefers?

TABLE 7
Rank Ordering of Activities Since Leaving The University*

Activity	% of Respondents Participating
Been active in a professional organization/agency	65.9%
Been an active member of a social service organization or agency	42.5%
Traveled extensively outside the United States	21.3%
Participated in an artistically creative project	21.3%
Been active in politics	14.9%
Published a newspaper, journal or magazine article or book	8.5%
Held an elective office in city, regional, county , state or national government	2.1%

* N=47

TABLE 8
Present Primary Vocation or Occupation By Rank Order*

Present primary Vocation or occupation	% of Respondents In Vocation
Doctor/Lawyer/Teacher/ other similar Profession	34.0%
Other**	29.8%
Military service member	17.0%
Not employed BY CHOICE	6.4%
Manager in a corporation	6.4%
Owner/entrepreneur of a business	4.3%
Manager of a small business	4.3%
Service Worker	4.3%
Skilled craftsman	4.2%
Artist/writer	2.1%
Not employed, NOT BY CHOICE	2.1%
Elected government official	0.0%

* N=47

** Includes; Financial analyst, Civil Service Professional, College Administrator, Director of a Hospital Clinic, Pilot, Book keeper, House Wife, Educator, Biomedic Supervisor, Civil Service, Technician, and Public Relations, Communication and Training.

Recommendation #5- The University should focus resources on improving assistance for finding employment through the University Placement Office. Recommendations include; better communication of services the office provides, the encouragement of all graduates to open a professional credential file and the assistance of faculty in restructuring the services provided by the University's Placement Office

Rationale: Graduates clearly indicate the Placement Office did not play an important part in their securing employment (a score of .67 of a possible 10.0). The success of the University is dependent upon being able to assist graduates in finding employment.

Recommendation #6- The University should further assess why graduates do not "Often" contribute to the University, not just for financial reasons, but to determine if the lack of activity in this area is reflective of graduate and student dissatisfaction with services or delivery of services provided by the University.

TABLE 9
Participation In Non-Formal Educational Activities

Activity (N)	% Responding Often	Occasionally	Never
Read a major newspaper or magazine (52)	88.5	11.5	0.0
Read a book for enjoyment (48)	39.5	56.2	4.2
Read a professional journal related to your work (47)	74.5	23.4	2.1
Participate in elections:			
a. by Voting (50)	80.0	14.0	6.0
b. by running for office (26)	3.8	26.9	69.2
c. by assisting in campaigns (29)	17.2	17.2	65.5
Visit a museum (47)	21.2	68.0	10.6
Use a library (48)	47.9	43.7	8.3
Attend plays (46)	13.0	43.4	43.4
Take a college course (45)	33.3	51.1	15.5
Participate in a sport (47)	25.5	57.4	17.7
Exercise (48)	52.0	43.8	4.2
Donate money to a community service Organization (46)	50.0	37.0	13.0
Contribute to the University (44)	13.6	40.9	45.5

SECTION III

Section III of The University of Central Texas 1991 Graduate Effectiveness Survey was developed to determine student perception of the effectiveness of the University in accomplishing its mission. The statements for this section of the survey were developed by dividing the

University Mission Statement into its respective component phrases, then asking respondents to rate how effective they believed the University had been in accomplishing the components.

"Provided you Problem solving which enabled you to Think critically" was rated "Completely provided by UCT" with the highest percentage of respondents (37). "Provided a system for Evaluating UCT offerings and procedures" received the lowest percentage (8%) of "Completely provided by UCT" rating, with "Fostered creative research pursuits" (9%) being a close second.

TABLE 10
Opinions Concerning The Extent The University Mission Is Accomplished

Mission Component	% of Respondents Indicating 1*	2	3	4	UN
Provided you quality educational opportunities to meet real world challenges	21	52	19	4	4
Provided you an opportunity for discovery and advancement of:					
Knowledge	28	54	15	0	2
Through:					
Effective Teaching	15	43	17	4	2
Scholarship	20	24	9	29	18
Performance	24	44	27	0	4
Provided you an atmosphere in your chosen field for:					
Intellectual development	29	46	15	4	6
Practical experience	22	28	28	11	11
Provided you:					
Occupational competence	23	44	25	4	4
Communications skills	35	52	8	2	2
Problem solving ability which enabled you to:					
Think critically	37	43	13	2	4
Contribute to society	36	22	11	2	4
Pursue additional professional preparation	36	40	15	4	4
Enrich your personal life	36	34	19	9	2
Assisted you in achieving your:					
Individual educational career potential	33	43	11	2	11
Provided a diversified faculty & continuous assessment of learning experiences	26	33	33	7	2
Fostered creative research pursuits	9	30	39	11	11
Promoted community service	11	20	39	20	11
Promoted University visibility	11	19	43	13	15
Provided a system for:					
Evaluating UCT offerings & procedures	8	25	42	6	19
Using evaluations for future planning	11	28	34	9	19

* 1 represents Completely provided by UCT; 4 represents not provided at all by UCT; UN represents unsure.

The mission component receiving the highest percentage of respondents rating it "Not at all provided by UCT" was "Provided you an opportunity for discovery and advancement of knowledge through Scholarship" (29%). "Provided you an opportunity for discovery and advancement of Knowledge Through Performance" was rated "Not at all provided by UCT" the least percentage of respondents (0%).

Section III Recommendations

Recommendation #7- Curricular activities should be implemented which foster creative research pursuits, promote community service and provide a better system for evaluating UCT offerings and procedures.

Recommendation #8- The University should develop a system which uses evaluations for future planning.

Recommendation #9- Activities, in general, should be implemented which promote University visibility.

Rationale : Only 8% to 11% of the respondents believed the University accomplished the following components of the University's stated mission: Fostered creative research pursuit; Promoted community service; Promoted University visibility; Provided a system for Evaluating UCT offerings and procedures, and; Using evaluations for future planning.

SECTION IV

Section IV of The University of Central Texas 1991 Graduate Effectiveness Survey was designed to assess what part the University played in each respondents personal development. Respondents where asked to rate a series of seven personal development talents from excellent (1) to poor (4) based upon the level of preparation the University provided them. Table 11, Level of Preparation Rating, contains the results of the rating.

As illustrated in Table 11, respondents believed the University performance in providing personal development to be directed towards the "excellent" end of the rating scale for most items. 60% or greater rated the University towards the "Excellent" end of the scale. The highest percent of "Excellent" Rating was received in two categories," Self Development" (38%) and "Critical Thinking Skills" (38%), with the greatest percentage of "Poor" rating being received by "Technical Skills in your Field" attribute.

Recommendation #10- The University should continue to provide the activities and services which support the development of students.

SECTION V

Section V of The University of Central Texas 1991 Graduate Effectiveness Survey sought open ended information. It provided each respondent an opportunity to offer comments and suggestions for improving the University and an opportunity to describe the attributes of the University which they appreciated. Appendix C contains the respondents open ended responses from Section V. Section V of the survey resulted in a total of 137 suggestions, statements and comments.

Suggestions For Improving The University of Central Texas

The University of Central Texas 1991 Graduate Effectiveness Survey generated 56 responses suggesting ways the University could improve. The suggestions/criticisms can generally be grouped into two broad categories. Curricular/Instructional Suggestions and Student Services Suggestions.

TABLE 11
Level of Preparation Rating

Personal Attribute	% Rating Excellent 1	2	3	Poor 4	NO
Writing skills	23	48	21	6	2
Technical skills in your field	21	44	17	8	13
Problem Solving skills	23	48	19	10	0
Understanding of self	27	38	21	10	4
Self-development	38	44	10	8	0
Leadership	27	38	19	10	6
Critical Thinking skills	38	36	13	11	2

* 1 Represents Completely accomplished, 4 represents not accomplished, UN Unsure.

Curricular Suggestions

Curricular suggestions ranged from suggesting new programs which the University should offer (Computer Science Masters, Doctoral Degrees, etc.), to relating courses more directly to majors. Most often suggested were comments which addressed in class-instructor-student relationships. Comments such as "less uppity staff (some)", "Some instructors need to be evaluated by other members", "teachers should stop & encourage questions", "some teachers should be impartial", "Improve faculty-student communication", "Raise your expectations of the graduate students, and they will rise to those expectations", "more Ph D's", Select the best teachers most qualified with abilities to teach", "Dispose of those with no teaching abilities", "Need more of a variety among Instructors, "Same two instructors for virtually every course", "Coursework needs to be more demanding", and "Practical field trips.." strongly suggest a need to re-evaluate teaching methodology and curricular philosophies to determine more effective ways of delivering instruction, both from the standpoint of the methods used to teach, to the selection and assignment of instructors.

Mentioned less often were comments suggesting the addition of new programs, both at the degree and major areas. Such suggestions as adding a masters degree in aviation, doctoral degrees, a computer science masters, offering more accounting courses to offering correspondence/training courses, were representative of the various suggestions of adding programs.

Student Services Suggestions

Student services suggestions ranged from providing better initial advising, to active textbook exchange. Most often mentioned was the need for the University to take an active part in the placement of its graduates. Comments suggested such as more "University visibility in the community", "Concerns for the 'sole parent' students", "Improve, update & expand material available in the library", and"Cost of SH should be lower", were representative of other comments.

Responses to the Best Features of Your Education at The University of Central Texas

Sixty-seven responses were generated which described the best features of the respondents education at the University. The most mentioned attributes of the best features of the respondents education at the University of Central Texas were small classes and individual attention (paraphrased). Convenience of classes and an understanding of the adult student were also frequently mentioned.

Responses To Comments Section

There were a total of thirteen statements in response to the "Comments:" section of the survey. The statements were varied from complimenting faculty concern for students, to suggesting new programs and publicizing more information about the University.

Section V Recommendations

Recommendation #11- Divisional Chairs and the Administration of the University should meet to develop new philosophies and methods of assigning and delivering curricula.

Recommendation #12- Colloquia should be scheduled to involve faculty in the exchange of meaningful instructional methodology, including how to select the appropriate methodology, and how to be responsive to student instructional development.

Recommendation #13- Administration, in cooperation with divisional chairs and faculty, should develop new ways of scheduling faculty within curricular areas so as to assure students receive diverse views and philosophies within their field of study (as opposed to having one or two instructors teaching a majority of the courses in each specific field of study).

Rationale: From the statements and suggestions made by respondents it is clear that a dissatisfaction exists with some of the results of the present philosophies for delivering the University's curriculum. A reassessment of the philosophy of the University concerning the delivery of curricula should encourage a focus upon those areas stated by graduates as needing improvement.. In addition, the scheduling of colloquia to share methods of planning instruction and varying teaching methodology should assist the University in improving the effectiveness of the curricula it promotes. Within these recommendations should be the development of sensitivity to student need to actively participate in instructional intercourse.

Recommendation #14- The University should establish a more comprehensive placement office which was active in soliciting positions for graduates and informing the faculty of the services and importance of encouraging students to take advantage of the office.

Recommendation #15- Programs offered by the University should instruct students in the importance of establishing credentials and the effective use of the University Placement Office in seeking employment and in the establishment of a permanent employment record. Every student should be required to open a placement file as a condition for graduation.

Recommendation #16- The University administration should solicit ideas from the various University committees and councils, for new services and new ways of delivering present services to graduates and student body.

Rationale: Results of the suggestions and comments made throughout the Graduate survey indicate most students are going back to the University to improve or advance employability. The University should take a major role in assuring that every student gains the maximum possibility of being employed in the position they desire and with the potential of reaching the student's desired salary goal. An effective and aggressive placement office offers the most likely to be successful method of assisting graduates in these endeavors.

Recommendation #17- As the University increases in numbers it should assure an environment which permits maintenance or improvement of the present class size and permits a continuance of the understanding of the adult student.

Rationale: From the responses received concerning the best features of respondents education at the University it is obvious many students prefer an environment where they can receive personal attention, where the faculty and administration understand the pecularities of the adult student, and where faculty are truly concerned with the welfare of each student. If the University is to maintain its following, it must continue to assure that these attributes remain central to all future planning.

VI. CONCLUSIONS

The purposes of this study included (1) to provide critical information upon which the constituents of the University may base developmental, curricular, and institutional decision making, (2) to assess the effectiveness of the University's programs in accomplishing the University mission , and (3) to provide other institutions of higher education the opportunity to share in the University's successes and failures as the University's assessment process continues to develop.

The results of this study and the recommendations stated should be reviewed by appropriate University of Central Texas Board of Regents, administrators, faculty and students to provide a "second opinion" of the results generated from this study. This study has been conducted and recommendations forwarded to provide an additional point for institutional assessment of programs and services so that a general understanding of what the results of this study might suggest may be made available to the University community for discussion. The readers of this study should not assume the recommendations of this study are absolute. The recommendations of this study are simply the opinion of the author and researcher who conducted the study based upon his interpretation of the data the study generated.

Copies of this study should be circulated to the various University committees and councils. In this way they may add their expertise and experience to the interpretations, and develop further recommendations to those forwarded within.

Other institutions may benefit from this study by using it as a model for designing a study for the institution for which they work. In this way perhaps a more effective survey instrument, or a more effective way of assessing the effectiveness of their institution may be developed.

Unlike most formal research, this study cannot suggest any conclusions with scientific accuracy. The study can only provide data which describes the effectiveness of the institution in the mind of the reader. It is therefore important that as many of the constituencies of the University review the recommendations and conclusions of this study as possible in order to develop their own conclusions and recommendations. Through this process perhaps some common conclusions and recommendations will be forwarded which would be generally accepted as accurate assessments and which would suggest ways of making the University of Central Texas more effective.

One conclusion is obvious. Change at the University of Central Texas is sought by its graduates in an attempt to turn the University into the ideal University which the graduates believe it could be. It is with these conclusions and comments that this study is forwarded to the University constituency and the higher education community for scrutiny and critical analysis.

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UCT UNIVERSITY OF CENTRAL TEXAS, P.O. Box 1416 Killeen, TX 76540-1416

June 6, 1991

Dear University Graduate:

The University of Central Texas is conducting an assessment of the effectiveness of its academic and service programs. This assessment will become an integral part of the our self study process for improving academic programs and services. The enclosed survey is a very important and a useful part of our self-study process.

Since we are only surveying a small number of our graduates, your response is important. Your response is confidential and anonymous; it will not be identified with you in any way. All data will be compiled and used solely for the purpose of effecting institutional improvement.

Please take the few minutes required to complete this survey and return it by June 30, 1991, in the self-addressed, postage-paid envelope provided.

Thank you for your assistance and your continued interest in your Alma Mater.

Sincerely yours,

L. Harlan Ford

L. Harlan Ford
President

Enclosure

	1	2	3	4	UN
10. Provided a system for:					
a. Evaluating UCT offerings & procedures	[ ]	[ ]	[ ]	[ ]	[ ]
b. Using evaluations for future planning	[ ]	[ ]	[ ]	[ ]	[ ]

IV. **PERSONAL DEVELOPMENT**

Please rate your preparation at UCT (ATU) in the following areas (1= Excellent, 4= Poor, NO= No opinion).

	Preparation Rating				
	1	2	3	4	NO
A. Writing skills	[ ]	[ ]	[ ]	[ ]	[ ]
B. Technical skills in your field	[ ]	[ ]	[ ]	[ ]	[ ]
C. Problem solving skills	[ ]	[ ]	[ ]	[ ]	[ ]
D. Understanding of self	[ ]	[ ]	[ ]	[ ]	[ ]
E. Self -development	[ ]	[ ]	[ ]	[ ]	[ ]
F. Leadership	[ ]	[ ]	[ ]	[ ]	[ ]
G. Critical thinking skills	[ ]	[ ]	[ ]	[ ]	[ ]

V. **OPEN ENDED SURVEY PARTICIPATION**

A. Please list any suggestions you have for improving the University of Central Texas:

1. _____
2. _____
3. _____

B. Please list the best features of your education at the University of Central Texas:

1. _____
2. _____
3. _____

C. Comments

Survey#_____

THE UNIVERSITY OF CENTRAL TEXAS 1991 GRADUATE EFFECTIVENESS SURVEY

The University of Central Texas (formerly the American Technological University) is surveying its graduates to assess the effectiveness of its past academic and services programs. The results will be used to adjust present programs and services to assist the University in better accomplishing its mission. **Your responses to these questions are confidential. Your answers will be part of a composite report in which individual replies will not be identified.**

I. **BACKGROUND INFORMATION:**

DIRECTIONS: For each of the following questions, please indicate your response by either checking the appropriate box, circling your correct answer or filling in the blank.

A. Sex: Male [ ] Female [ ] B. Married Yes [ ] No [ ] C. Age: ____

D. Year/Semester of Graduation from UCT (ATU):

Year of UCT (ATU) Bachelor Degree _____ [ ] Fall [ ] Spring [ ] Summer

Year of UCT (ATU) Master Degree _____ [ ] Fall [ ] Spring [ ] Summer

E. What is your present employment position? _____

Company Name _____

Company Address _____ City _____

State _____ Zip _____

F. Is your present position in the major field in which you studied for your:

Bachelor Degree? Yes [ ] No [ ] Your UCT Major was _____

Master Degree? Yes [ ] No [ ] NA [ ] Your UCT Major was _____

G. What is the highest degree you hold?

[ ] Bachelor [ ] Master [ ] Doctorate [ ] Other _____

H. What is your approximate yearly salary? _____

I. On a scale of 1 to 10, what part do you believe your degree from UCT (ATU) played in preparing you to secure your present position? (1= little,10= Great)

Circle a number:

<----Very Little Part----------Very Great Part---->

1 2 3 4 5 6 7 8 9 10

J. Please name the primary computer software you use at your place of employment for:

Word processing _____
Spreadsheet _____
Data Base Management _____
Desktop Publishing _____
Programming Language _____
Accounting _____
Other _____

K. Respond to the following items concerning your use, knowledge, and ownership of computer systems and components (CHECK ALL THAT APPLY)

Items	Do You Use at: Work	Home	Your Level of Expertise is: Expert	Average	Novice	Do You Own?	Learned to Use at UCT
a. Computer Hardware:							
Mainframe	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]
Micro-computer	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]
Mouse	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]
Printer	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]
Modem	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]
Scanner	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]
Other	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]
b. Computer Software:							
Word Processing	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]
Spread Sheet	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]
Data Base	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]
Desktop Publishing	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]
Programming Language(s)	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]
Accounting	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]
Other							
_____	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]
_____	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]

II. ACTIVITIES SINCE LEAVING THE UNIVERSITY

Please check any and all appropriate items.

A. Since graduating from the University of Central Texas (ATU) I have:

1. Been active in a professional organization/agency [ ]
2. Been an active member of a social service organization or agency [ ]
3. Been active in politics [ ]
4. Held an elective office in city, regional, county, state or national government [ ]
5. Published a newspaper, journal, or magazine article or book [ ]
6. Traveled extensively outside the United States [ ]
7. Participated in an artistically creative project [ ]

B. Present primary vocation or occupation is:

1. Owner/entrepreneur of a business [ ]
2. Manager of a small business [ ]
3. Manager in a corporation [ ]
4. Elected government official [ ]
5. Skilled craftsman [ ]
6. Artist/writer [ ]
7. Doctor/Lawyer/Teacher/other similar Professional [ ]
8. Service worker [ ]
9. Military service member [ ]
10. Other _____ [ ]
11. Not employed BY CHOICE [ ]
12. Not employed, NOT BY CHOICE [ ]

C. On a scale of 0 to 9, how much assistance did the UCT Placement Office provide you in finding employment? (0=No assistance, 9=Much assistance)

Circle a number

<---- No assistance ---------- Great assistance ---->

0 1 2 3 4 5 6 7 8 9

D. How often do you:

	Often	Occasionally	Never
1. Read a major newspaper or news magazine	[ ]	[ ]	[ ]
2. Read a book for enjoyment	[ ]	[ ]	[ ]
3. Read a professional journal related to your work	[ ]	[ ]	[ ]
4. Participate in elections:			
a. by Voting	[ ]	[ ]	[ ]
b. by running for office	[ ]	[ ]	[ ]
c. by assisting in campaigns	[ ]	[ ]	[ ]
5. Visit a museum	[ ]	[ ]	[ ]
6. Use a library	[ ]	[ ]	[ ]
7. Attend plays	[ ]	[ ]	[ ]
8. Take a college course	[ ]	[ ]	[ ]
9. Participate in a sport	[ ]	[ ]	[ ]
10. Exercise	[ ]	[ ]	[ ]
11. Donate money to a community service organization	[ ]	[ ]	[ ]
12. Contribute to the University	[ ]	[ ]	[ ]

III. OPINIONS CONCERNING THE UNIVERSITY OF CENTRAL TEXAS MISSION

A. Please check the box which indicates the extent to which you believe UCT (ATU) has provided you (1= Completely, 4= Not at all, UN= Unsure):

	1	2	3	4	UN
1. Provided you quality educational opportunities to meet real world challenges	[ ]	[ ]	[ ]	[ ]	[ ]
2. Provided you an opportunity for discovery and advancement of Knowledge	[ ]	[ ]	[ ]	[ ]	[ ]
Through:					
A. Effective Teaching	[ ]	[ ]	[ ]	[ ]	[ ]
B. Scholarship	[ ]	[ ]	[ ]	[ ]	[ ]
C. Performance	[ ]	[ ]	[ ]	[ ]	[ ]
3. Provided you an atmosphere in your chosen field for:					
A. Intellectual development	[ ]	[ ]	[ ]	[ ]	[ ]
B. Practical Experience	[ ]	[ ]	[ ]	[ ]	[ ]
4. Provided you:					
A. Occupational competence	[ ]	[ ]	[ ]	[ ]	[ ]
B. Communications skills	[ ]	[ ]	[ ]	[ ]	[ ]
C. Problem solving ability which Enabled you to:					
Think critically	[ ]	[ ]	[ ]	[ ]	[ ]
Contribute to society	[ ]	[ ]	[ ]	[ ]	[ ]
Pursue additional professional preparation	[ ]	[ ]	[ ]	[ ]	[ ]
Enrich your personal life	[ ]	[ ]	[ ]	[ ]	[ ]
5. Assisted you in achieving your: Individual, educational, career potential	[ ]	[ ]	[ ]	[ ]	[ ]
6. Provided a diversified faculty & continuous assessment of learning experiences	[ ]	[ ]	[ ]	[ ]	[ ]
7. Fostered creative research pursuits	[ ]	[ ]	[ ]	[ ]	[ ]
8. Promoted community service	[ ]	[ ]	[ ]	[ ]	[ ]
9. Promoted University visibility	[ ]	[ ]	[ ]	[ ]	[ ]

Section V Statements, Comments, and Suggestions

The following are the written statements, exactly as spelled and punctuated by respondents, from Section V of The University of Central Texas 1991 Graduate Effectiveness Survey . Where comments occur with a faculty or staff person's name, three XXX's replace the person's name. Copies of the actual surveys may be viewed in the data center located in the Vice President For Academic Affairs Office. Each comment is followed by the item number to which the written response is addressed and the survey identification number (preceded by a #) on which the comment was written.

A. Responses to: Please list any suggestions you have for improving the University of Central Texas:

1. Develop grad level aviation course. V-1- #56
2. More acct courses V-1- #109
3. More hands on computer courses V-2- #109
4. Advertise V-1- #179
5. Broaden student body V-2- #179
6. Teachers should stop & encourage questions V-1- #67
7. Students should have responsive advisors V-2- #67
8. Some teachers should be impartial V-3- #67
9. too much lecturing V-1- #75
10. more class/indiv. participation V-2- #75
11. less uppity staff (some) V-3- #75
12. Computer Science Masters Program V-1- #33
13. Lower Tuition Rates- would like to pursue Master's Degree, but can't afford it. V-1- #34
14. Cost of SH should be lower V-1- #107
15. Special guests in field of study V-2- #107
16. Active book exchange club V-2- #107
17. Some instructors need to evaluated by other members. V-1- #44
18. When we do the evaluations at the need of the semester needs to be taken into consideration. V-1- #44
19. Assistance in job placement pertinent to major fields of study. Should push more BA's into Masters programs. V-1- #24
20. Cannot think of anything specific at this time. V-1- #150
21. Offer lunch time courses V-1- #95
22. Improve initial degree counseling V-2- #95
23. More interaction between staff and students V-3- #95
24. Add a doctoral program V-1- #182
25. Improve faculty-student communication. V-1- #167
26. Concerns for "sole-parent" students. V-2- #167
27. Raise your expectations of the graduate students, and they will rise to those expectations.V-1- #148
28. Make the Business office accessible to everyone by having it downstairs. V-1- #99
29. Relate courses more directly to major V-1- #87
30. Pilot placement with airlines upon graduation! V-1- #15
31. Flight Simulator use after graduation! V-2- #15
32. More publicity---- V-3- #15

33. Direct contact with industry to expand clinical experiences V-1- #118
34. More community visability of faculty. V-1- #221
35. Recruit at Junior Colleges V-2- #221
36. Strive to separate UCT image from CTC V-3- #221
37. Improve, update, & expand material available in the library V-1- #240
38. When volunteer work is required as part of a course requirement, the instructor should be required to be actively involved in the placement of the student. V-2- #240
39. expand class schedules- too many required courses conflict, causing delayed graduation V-3- #240
40. To take an active role in the employment of there students. V-1- #162
41. Work with minority. V-2- #162
42. Take part in the local community (Be active). V-3- #162
43. More Ph D's V-1- #7
44. ORSA Program- more hard quantitative courses supporting the Mas Sci programs. V-2- #7
45. Allow computer Science Majors to take courses for credit in Spreadsheet & Desktop Publishing. Don't assume they will just get the exposure on their own. V-1-50
46. Select best teachers most qualified with abilities to teach. V-1- #90
47. Dispose of those with no teaching abilities. V-2- #90
48. Need more of a variety among Instructors- V-1- #122
49. Same 2 instructors for virtually every course V-2- #122
50. Coursework needs to be more Demanding V-3- #122
51. Correspondence, training/study V-1- #113
52. Practical field trips esp. Scenario Typical situations encountered in real management decision points ie eg. This is Co. "X" has "Y" scenario; now your the "new manager" put your decision proposed to the test. V-1- #146
53. Lower $ per credit hour V-1- #58
54. Begin a Professional Speaking Program V-1- #137
55. Visit distinguished lecturers series at UT Austin. V-2- #137
56. More small group/case study classes V-2- #137

B. Response to; Please list the best features of your education at the University of Central Texas:

1. Availability of classes V-1- #137
2. Understanding of Military Commitment V-2- #137
3. After duty hours V-1- #144
4. Several classes attempted to approach board level V-1- #146
5. Management team scenarios-- Very good experience V-2- #146
6. Requires much research and presentation skills V-3- #146
7. Researchw/ XXX V-1- #215
8. Psychopathology w/XXX V-2- #215
9. the two drug & alcohol classes I had that I needed to be hired & certification V-3- #215
10. Close to home- convenience V-1- #239
11. Convenience V-1- #90
12. Size V-2- #90
13. friendliness. V-3- #90
14. Small classes allowing individual instruction. V-1- #50

15. Night school- able to attend while holding down a job. V-1- #7
16. Small class size. V-1- #162
17. Content of courses offered. V-2- #162
18. Concern of faculty for students. V-3- #162
19. Small classes V-1- #240
20. good instructors-with few acceptions V-2- #240
21. Accessibility- juts having the opportunity V-3- #240
22. Offered with older/working student in mind. V-1- #221
23. Majority of faculty cares about students. V-2- #221
24. Faculty/student relationship encourages the student. V-1- #118
25. learned to "use" the library V-2- #118
26. widened personal parameters to industry V-3- #118
27. meeting with older students. V-1- #31
28. XXX V-1- 15
29. Class sizes V-1- #87
30. Direct interaction w/Instructors V-2- #87
31. Night classes V-3- #87
32. Small classes V-1- #99
33. Qualified teachers V-2- #99
34. Qualified instructors. V-1- #167
35. Good Library services. V-2- #167
36. the faculty! V-1- #182
37. Integrity of instructors V-1- #95
38. Location V-2- #95
39. Textbook choices V-3- #95
40. Instructors are very good with practical experiences. V-1- #150
41. I like the program geared towards older people rather than students right out of high school. V-2- #150
42. Excellent student teacher ratio. V-1- #24
43. Very caring qualified Professors. V-2- #24
44. Low cost education. V-3- #24
45. Excellent counseling V-1- #44
46. Divisions are willing to work with you. V-2- #44
47. Quality teachers V-1- #107
48. Quality facility V-2- #107
49. Excellent location for the community. V-3- #107
50. Allows for unlimited opportunities. V-1- #34
51. faculty availability V-1- #33
52. close to home V-1- #75
53. varied schedule V-2- #75
54. knowledgeable teachers V-3- #75
55. Helped me get a better job V-1- #81
56. Made friends. V-2- #81
57. Found a husband to be V-3- #81
58. Adequate learning materials V-1- #67
59. Very helpful librarians V-2- #67
60. Pleasant environmental setting V-3- #67
61. student/teacher ratio V-1- #179
62. cultural diversity & thinking V-2- #179
63. Small class size V-1- #92
64. Schedules for working people V-2- #92

65. Writing papers V-1- #109
66. One-on-one with Profs. V-2- #109
67. Presentations V-3- #109

C. Responses to: Comments

1. Small classes V- #109
2. Night classes V- #109
3. Mature students V- #109
4. I had a great time. The class participation was excellent by students and teachers. V- #107
5. During my time with UCT I only had one (1) bad instructor. I feel I did not learn a thing from her. A lot of the students didn't care for the instructor either. But they didn't have a choice about taking classes with her as they wer in the Social Work Program and had several classes to take where she was the only instructor. I am just glad I had to take only the one (1) class otherwise I would have never finished with my Bachelor's Degree. This is probably why I have not finished with my master's because of another instructor who I felt was very unfair. V- #44
6. Many of the instructors are military-oriented (speak in acronyms and have little experience in business). They are good at teaching, however. V- #140
7. I could have attended school anywhere But I chose U.C.T. Because smaller personal oriented classes, flexible timeframes, able to work while attending and good compitent instructors that dealt w/students on a one to one basis understanding personal life outside school and how it effects grades etc... I enjoyed attending and plan to return for my masters if time and $ permits V- #87
8. Recruit out of C.T.C. those students who are approaching 60 + semester hours. Let your FA staff and developmental members show students that they can afford UCT due to its being right here and meeting their needs. V- #221
9. Students should be better informed about activities & any assistance available to them-- usually you find out after the fact, or not at all. It's very hard to ask questions or inquire about something if you don't know anything about it to begin with. To date, I have yet to meet a true psychic; yet, students are sometimes expected to be just that. V- #240
10. 2d Bachelors': 1st in Philosophy (BS) at Univ Missouri at Kansas city- 1971 V- #7
11. Teaching is a service. provide the support to the people. Encourage. Reward. Education is a lifelong experience. Everyone can learn. We must do a better job at teaching V- #90
12. I am forced retirement US Army Orthopedic Physicians Assistant. U.S. Army P.A.'s will be commissioned officers as of Oct. 1991. Undergraduate and graduate studies are needed for U.S. Army Physicians assistants. Members of P.A. profession have also entered the health care Industry management fields. Of the 30,000+ P.A.'s nationally only 5% hold graduate degrees and not all have undergraduate degrees. Most physicians Assistants that have a graduate degree have a MPH (occupational & Public Health). Very few have M.S. degrees. I do suggest a correspondence program for military physicians assistants. Regards, XXX MS, OPA V- #113
13. XXX's belief in my counseling abilities V- #215
14.